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ABSTRACT

These standards and guidelines have been developed by the membership of the Council for Exceptional Children (CEC) and approved by its governance as the best vehicle for evaluating the variety of special education personnel preparation programs. The CEC system of standard/guideline development assures the National Council for Accreditation of Teacher Education (NCATE) that this proposal represents the consensus view of the profession. The book is divided into two parts. The first covers the standards and guidelines themselves and contains: general instructions for completing and submitting the NCATE folio, a blank folio cover sheet, and information required on the overview and scope of each program. Separate sections for undergraduate and graduate programs present a series of specific CEC standards, each of which is followed by requests for evidence that must be submitted in support of each standard. The second part of the book provides an instructional manual which contains suggestions for completing the overview and scope, background information on undergraduate and graduate standards, pointers for completing chapters on each, a correlation of the CEC and NCATE standards, the NCATE/CEC glossary, and criteria that reviewers will use in evaluating materials submitted for each program. (VW)

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STANDARDS AND GUIDELINES FOR CURRICULUM EXCELLENCE IN PERSONNEL PREPARATION PROGRAMS IN SPECIAL EDUCATION

Approved by:

The National Council for Accreditation of Teacher Education

September 1987

Programs Included:

All Areas of Emphasis in Special Education

at the

Bachelor's, Master's, Specialist's and Doctoral Levels

Effective Date of Guidelines: Spring, 1988

The Council for Exceptional Children
Department of Governmental Relations
and Professional Advocacy
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INTRODUCTION TO THE SPECIAL EDUCATION CURRICULUM GUIDELINES

The Council for Exceptional Children (CEC) is pleased to present its Standards for Curriculum Excellence with accompanying Guidelines and Instructional Manual.

These Standards and Guidelines have been developed by the membership of The Council for Exceptional Children and approved by its governance as the best vehicle for evaluating the variety of special education personnel preparation programs. Because of the CEC system of Standard/Guideline development, the National Council for Accreditation of Teacher Education (NCATE) is assured that this proposal represents the consensus view of the profession.

The Standards and Guidelines are stated in general terms because at this time they must apply equally to a wide variety of programs and approaches. The CEC membership is now in the process of determining whether further criteria will need to be added to these Guidelines to address specializations (Areas of Emphasis) within special education. If such additional criteria is developed and adopted by CEC, such recommendations will be presented to the Specialty Areas Studies Board.

FOREWORD TO SPECIAL EDUCATION TEACHER EDUCATORS WHO RESPOND TO THESE STANDARDS/GUIDELINES

The Professional Standards Committee, the Guidelines Task Force, and the staff of The Council for Exceptional Children (CEC) have worked to develop a set of guidelines which will serve, not only to document your approaches to training, but will also allow you to perform that task with relative ease.

We recognize the difficulties inherent in utilizing one set of guidelines for characterizing such a variety of training programs, and we request that you provide us with feedback regarding any portion of the task which you find unclear, not relevant, or duplicative. While the process of changing the CEC Standards and Guidelines is a long and arduous one, we want our Standards to remain dynamic, living entities which reflect the best collective thinking from the profession. Your continuing feedback will ensure that goal.

If/when you have a comment or question regarding any specific item, please communicate it in writing, identified by Graduate or Undergraduate, page number and outline number. Send comments to:

Kayte M. Fearn, Ed.D.
Policy Researcher for Professional Advocacy
Department of Governmental Relations
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

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The Council for Exceptional Children

GENERAL INSTRUCTIONS FOR COMPLETING AND SUBMITTING THE NCATE FOLIO

Preparation of Folio

The NCATE folio for special education should consist of three (3) sections.

Section I must contain:

A. One (1) copy of responses to the items requested in Overview and Scope, pages 5-8.

B. A completed Cover Sheet/Checklist-Section I must be attached to the materials submitted. (The information/responses provided in Section I should be based on the special education program as a whole.)

Section II must contain:

A. A separate chapter* for each area of emphasis in the undergraduate program in special education.

B. A Cover Sheet/Checklist-Section II must be completed and attached to each chapter.

(Guidelines for undergraduate programs begin on page 9.)

Section III must contain:

A. A separate chapter for each area of emphasis in the graduate program in special education.

B. A completed Cover Sheet/Checklist-Section III must be attached to each chapter in Section III.

(Guidelines for graduate programs begin on page 18.)

*A "chapter" consists of all responses to items in the guidelines for an area of emphasis in the graduate or undergraduate programs with supporting documentation as appropriate.

SUGGESTIONS FOR COMPLETING THE FOLIO

1. The CEC review of your program is a "paper" review. Because reviewer(s) do not have the opportunity of asking questions of you, **it is your responsibility to present the program in your area of emphasis as fully and completely as possible** using whatever materials you see fit to include.

2. Be sure to read all of the materials in this document and in the CEC Instructional Manual before you begin preparation of the folio. **Know exactly what is asked of you.**

3. Make your responses as clear and concise as possible; however, in the quest for brevity, do not omit any necessary information.

4. Wherever possible, make use of documents already in place--catalogs, policies, courses of study, syllabi, etc. Be sure to reference such materials appropriately (use page number and item number from the Guidelines).

5. If the graduate and/or the undergraduate areas of emphasis in your program have certain policies, procedures, documents, etc., which are common to/used by all or several areas of emphasis, include one copy of such documents. This documentation should be included as appendices to Section I Overview and Scope and referenced appropriately in each applicable chapter.

6. The organization of each chapter in Sections II and III should follow the sequence of items in the guidelines being used.

7. Forms are included for ease in reporting information on selected guidelines. If you can develop other forms to present other information more clearly and succinctly, please do so; however, do not substitute any forms for those provided in the guidelines.

8. Information is available to assist you in the preparation of the folio. This document contains the following:

   a. The Overview and Scope, Undergraduate Guidelines, and Graduate Guidelines to which you will respond.

   b. An Instructional Manual describing some implications of each CEC standard and containing some "pointers" for completing the folio.

   c. The CEC standards (1983) correlated with the new NCATE standards and criteria.

(CEC, as a constituent member of NCATE, accepts and promotes the NCATE standards and criteria. This section shows the congruence of the current CEC standards with the NCATE standards under redesign.)

d. A glossary.

9. Be sure to read the background information on each standard included in the CEC Instructional Manual as it provides additional insights needed for providing your response.

The Use of the Term "Area of Emphasis" in the Guidelines

In the preparation of the Guidelines, there has been some confusion regarding certain terminology used to identify certain organizational entities. For example, "special education program" may mean (1) an undergraduate and a graduate program in special education at an institution, (2) an undergraduate or a graduate program at an institution, (3) a program or programs which prepare students for a variety of careers or certifications in special education.

Although in special education, we might call a program which trains teachers of the visually impaired "a specialty area," NCATE calls the areas represented by professional associations, such as CEC, "specialty areas," i.e., special education is a specialty area to NCATE.

In order to avoid this confusion in the Guidelines, we have used "Area of Emphasis" to mean a program that prepares students for specific certifications or careers. As a consequence, an institution of higher education may have a number of areas of emphasis, such as mental retardation, mildly handicapped, early childhood special education, or administration, to cite a few.

COVER SHEET

FOLIO FOR PROGRAMS IN SPECIAL EDUCATION

THE COUNCIL FOR EXCEPTIONAL CHILDREN

SUBMITTED BY: _____
Name of College/University

_____
Address

_____

_____
Chief Compiler/Contact Person

_____
Telephone Date

Checklist of Materials to Be Included with This Folio: (Please submit with the completed college/university folio.)

_____ Section I: Overview and Scope with accompanying checklist completed

_____ Section II: Responses to undergraduate guidelines for each area of emphasis in the undergraduate special education program with the accompanying completed checklists

_____ Section III: Responses to the graduate guidelines for each area of emphasis in the graduate special education program with accompanying completed checklist

STANDARDS AND GUIDELINES

SECTION I

OVERVIEW AND SCOPE

SECTION I
OVERVIEW AND SCOPE
PROGRAMS IN SPECIAL EDUCATION

COVER SHEET/CHECKLIST

Chief Compiler/Contact Person: _____

Date: _____ **Telephone:** _____

Page #	Information Included
_____	(1) Brief descriptive narrative of the institution's overall graduate/undergraduate program(s) in special education.
_____	(2) List of all areas of emphasis.
_____	(3) Copies of state certification requirements for each area of emphasis.
_____	(4) List of tenure track faculty with primary assignment in special education.
_____	(5) Admission requirements.
_____	(6) Retention requirements.
_____	(7) Graduation requirements.
_____	(8) Procedures for continuing interaction with consumers.
_____	(9) Any other evidence which is used by the entire special education program. (Specify) _____

GUIDELINES
PROGRAMS IN SPECIAL EDUCATION
Section I: Overview and Scope

Please provide the following general information regarding the special education program as a whole:

1. A brief descriptive narrative of the institution's overall graduate/undergraduate program in special education, including its underlying philosophy, rationale, purposes, and goals.

2. A list of all of the areas of emphasis (graduate/undergraduate) in special education for which graduates are recommended for certification.

3. Copies of state certification requirements for each area of emphasis in which the institution prepares special education teachers at the graduate and undergraduate level.

4. A list of all full-time or part-time faculty with assignments in special education, graduate and undergraduate. Please organize the lists so that they indicate the rank, responsibilities, degrees, and amount of time each faculty is assigned to each area of emphasis. (Use the attached forms on pages 8 and 8(a).)

5. Policies/requirements for admission, retention, and graduation.

6. Procedures used by the special education program for continuing interaction with consumers (graduates, school systems, teachers, other organizations as appropriate).

7. Include any other materials (policies, procedures, documents, etc.) that are used by all areas of emphasis.

GUIDELINES
SECTION I: OVERVIEW AND SCOPE

Area of Emphasis:_____

Item #4 Please respond as indicated below:

Names of part-time, including adjunct, faculty who teach courses in each area of emphasis, rank, responsibilities, degree status of each faculty member, and amount of time (in FTE's) allocated to the area of emphasis.

	(a) Names	(b) Degrees	(c) FTE	(d) Rank
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				

FACULTY RESPONSIBILITIES

	Last Name	(e) Primary Responsibility	(f) Other
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			

Duplicate as needed.

GUIDELINES
SECTION I: OVERVIEW AND SCOPE

Area of Emphasis:_____

Item #4 Please respond as indicated below:

Names of full-time, including adjunct, faculty who teach courses in each area of emphasis, rank, responsibilities, degree status of each faculty member, and amount of time (in FTE's) allocated to the area of emphasis.

	(a) Names	(b) Degrees	(c) FTE	(d) Rank
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				

FACULTY RESPONSIBILITIES

	Last Name	(e) Primary Responsibility	(f) Other
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			

Duplicate as needed.

STANDARDS AND GUIDELINES

SECTION II

UNDERGRADUATE

GUIDELINES - SECTION II

UNDERGRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

COVER SHEET/CHECKLIST

Specific Area of Emphasis: _____

Compiled by: _____

Date: _____ Telephone: _____

Please complete Section II of the Guidelines for each area of emphasis. Before submission to NCATE, be sure to complete the following checklist as appropriate to ensure that all information has been included:

Page #		Information Included
_____	(1)	Number of students by academic standing.
_____	(2)	Students' courses of study.
_____	(3)	List or indication of all required courses in the area of emphasis.
_____	(4)	Descriptions of field experiences, student teaching, and internships.
_____	(5)	Explanations of how the program in the area of emphasis may deviate from the guidelines.
_____	(6)	Form A
_____	(7)	Form B
_____	(8)	Form C
_____	(9)	Syllabi, catalogs, other documentation as appropriate.

GUIDELINES AND REQUIRED DOCUMENTATION
UNDERGRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

Enclosed in the boxes in these guidelines are CEC standards followed by requests for evidence that must be submitted. **CLEARLY MARK THE AREA OF EMPHASIS ON ALL DOCUMENTATION INCLUDED IN THE FOLIO.**

A. **Program Design**

Design of Curricula

Standard 2.1 Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

1. State whether the narrative provided in the Overview and Scope reflects the underlying philosophy, rationale, purpose, and goals of this area of emphasis. If it does not reflect whatever is needed to help the reviewer understand the program in each area of emphasis, provide such information here.

2. Provide information regarding numbers of students enrolled in each area of emphasis by completing Form A.

3. Identify the objectives for each undergraduate area of emphasis in which the institution trains personnel for working in special education.

4. Provide an outline of the course of study for each undergraduate area of emphasis.

5. Provide evidence that the components identified in the course of study in A-4 are related to the objectives identified in A-3 above.

6. Describe how the objectives and other components of the curriculum relate to the state certification requirements for each area of emphasis. (Refer to copy of certification requirements requested in Section I: Overview and Scope.

B. **Components of the Course of Study**

Professional Studies

Standard 2.3 The professional studies component shall be sufficient to provide a preparation program requisite to the development of a competent professional and shall not constitute less than one-half of a student's total undergraduate program of study.

1. Identify the professional component of each course of study. This component includes the study of the content to be taught to pupils and the supplementary knowledge needed by teachers in the special education areas of emphasis offered by the institution.

2. Provide a brief description of each course in the professional studies component.

Professional Studies
Content of the Teaching Specialty

Standard 2.3.1 The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

3. For each special education area of emphasis, use Form B to provide the following:

   a. the knowledge and performance competencies that will be acquired relative to the education of exceptional learners (Column 1);

   b. the instructional strategies used to teach the desired strategies (Column 2);

   c. descriptions of how the students' acquisition of competencies will be evaluated (Column 3);

   d. the courses in which the competencies will be taught (Column 4).

   (Reference to syllabi should be made wherever possible.)

4. On Form B, adjacent to courses listed in Column 4 which provide instruction in content of the specialty, place an X under Heading CS-Column 5.

Professional Studies
Humanistic and Behavioral Studies

Standard 2.3.2 The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

5. On Form B, adjacent to courses listed in Column 4 which provide instruction in humanistic and behavioral studies, place an X under heading HBS-Column 5.

Standard 2.3.2.1 Requirements in humanistic and behavioral studies shall be determined by the specialty area and may be achieved as part of, or separate from, the general studies component.

6. Describe how the requirements in humanistic and behavioral studies were determined for each special education area of emphasis being reviewed and whether or not these requirements are met as part of, or separate from, the general studies component.

Professional Studies
Clinical and Field-Based Experiences

Standard 2.3.3 The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

7. On Form B, adjacent to courses listed in Column 4 which provide clinical or field-based experiences, place an X under heading PP-Column 5.

8. For each course identified, describe the laboratory, clinical, or field based experience(s) that is/are required. The description should include the amount of time, the supervision, and the type of supervision devoted to specific types of pre-student teaching experiences (e.g., observation, participation, small group teaching, tutoring, etc.).

9. On Form C, provide information which documents how the clinical/field-based experiences in the area of emphasis meet the designated criteria.

10. Describe how the sequence of courses for each area of emphasis leads to the acquisition of the competencies identified on Form B.

General Education

Standard 2.2 There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.

11. Identify the general education component of the course of study of each special education area of emphasis.

12. On Form B, place an X in Column 5 under the appropriate heading (see below) adjacent to courses listed in Column 4 in which the following components of the curriculum are presented:

Component	Heading
Symbolics of Information	SI
Natural and Behavioral Studies	NBS
Humanities	H

Multicultural Education

Standard 2.1.1 The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components.

13. Describe how the course of study for each area of emphasis provides multicultural education.

14. Describe how the course of study in each area of emphasis is adapted in order to meet the needs of individual students. (e.g., non-traditional, handicapped, first generation, minority populations). If such adaptation occurs, indicate how the stated competencies are met by all students.

Student Teaching and Supervision

Standard 2.3.4 The professional studies component for each specialty area curriculum offered shall provide prospective teachers with direct, qualitative, and intensive supervised teaching experience. Prospective teachers seeking multiple specialization shall be required to complete a practicum in each specialization area (as defined by individual teacher preparation programs and state education agencies).

Standard 2.3.5 Each specialty area provides supervision to practicum students by persons qualified and experienced in teaching in the specialty area (as defined by individual teacher preparation programs and state education agencies).

Standard 2.3.6 Each specialty area program applies a list of specific criteria in the selection of appropriate practicum sites for prospective teachers. All practicum sites are evaluated on a continuous basis to assess their continued appropriateness and quality.

Standard 2.3.7 Each specialty area program has responsibility for assigning students to approved placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subjected to ongoing evaluation.

15. Provide a thorough description of the requirements for student teaching in each area of emphasis. This should include:

    a. A statement of the duration of the student teaching experience. (At least ten (10) weeks direct, substantial, and full day assignment in special education are required.)

    b. The requirements for student teaching which apply to students who seek certification in more than one area of specialization.

16. Provide copies of the stated set of objectives for each of the major parties involved in student teaching experiences--student teacher, cooperating teacher, and university supervisor. (Reference Overview and Scope, if possible.)

17. Describe the qualifications and roles of university supervisors of student teachers.

18. Describe the supervision of the student teaching experience. Include information on the frequency and duration of supervision expected for each student in the program. **(Standard 2.3.5)**

19. Identify the ratio of student teachers to university supervisors and provide justification that the ratio allows for adequate supervision and advisement.

20. Identify the criteria that are used to select cooperating teachers. **(Standard 2.3.7)**

21. Describe the preparation or consultation that is provided to cooperating teachers with respect to their roles as supervisors of student teachers. Attach documents provided to cooperating teachers.

22. Describe the process used by each area of emphasis for the ongoing evaluation of cooperating teachers. **(Standard 2.3.6)**

23. Describe the role(s) played by faculty in each area of emphasis relative to the process of assigning student teachers. (The response should include information on the responsibility of faculty in special education for approval of cooperating teachers and university supervisors.)

24. Provide a copy of the written criteria used by the program for selecting and retaining cooperating teachers and university supervisors. **(Standards 2.3.6 and 2.3.7)**

25. Describe the procedures used by the program to assure that field sites are appropriate placements for student teachers, i.e., they provide opportunities to teach appropriate groups of exceptional learners and provide demonstrations of state-of-the-art practices. Cite specific examples from existing field sites. **(Standard 2.3.6)**

C. Recommendations from National Professional Associations

> **Standard 2.4** In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

1. Describe the procedures used by the institution for studying the recommendations of national professional organizations and learned societies.

2. Provide the rationale that has been adopted by the institution for selecting and implementing the recommendations from national professional organizations and societies.

3. Provide information that documents the implementation of recommendations of national professional societies in each area of emphasis.

D. Student Involvement in Planning

Standard 2.5 The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education programs.

1. Describe how students are involved in decision making with respect to the design, approval, evaluation and modification of curriculum in each of the areas of emphasis.

Reproduce This Form As Needed **Form A**

STUDENT ENROLLMENT IN SPECIAL PROGRAMS

Directions: Complete the appropriate section of this form for each area of emphasis, graduate and undergraduate (e.g., mental retardation, gifted, speech pathology, doctoral, specialist's) within the institution's special education program.

A. Area of Emphasis

1. Undergraduate--Number of students by academic standing:

   a. Full-time

      (1) _____ Juniors

      (2) _____ Seniors

   b. Part-time

      (1) _____ Juniors

      (2) _____ Seniors

2. Graduate--Number of students enrolled by degree level:

   a. Full-time

      (1) _____ Master's

      (2) _____ Specialist's

      (3) _____ Doctoral

   b. Part-time

      (1) _____ Master's

      (2) _____ Specialist's

      (3) _____ Doctoral

3. The number of graduates for the past three years. (Provide an explanation if there have been no graduates.)

   _____ (19)

   _____ (19)

   _____ (19)

Form B

Descriptions of Competencies and Accompanying Instructional Procedures

Institution _____ Level and Area of Emphasis _____

Role(s) for which students are being prepared: _____

Undergraduate CEC Guidelines

Competencies (Column 1)	Instructional Strategies (Column 2)	Procedures for Evaluating Competencies (Column 3)	Course Number (Column 4)	Program Analysis Codes (Column 5)								
				H	NBS	SI	PP	HBS	CS	G	B	

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Submit with CEC Follo

Form B
Page ___

Undergraduate CEC Guidelines

Competencies (Column 1)	Instructional Strategies (Column 2)	Procedures for Evaluating Competencies (Column 3)	Course Number (Column 4)	Program Analysis Codes (Column 5)								
				H	NBS	ST	PP	HBS	CS	G	B	

Submit with CEC Follo

FORM C

CRITERIA FOR THE FIELD EXPERIENCE COMPONENTS OF UNDERGRADUATE PROGRAMS

Institution: _____

Area of Emphasis: _____
(e.g., mental retardation, early childhood special education)

Criteria	Course	Comments/Descriptions
a. Students are confronted with cases or problems, the solutions to which involve the application of principles and theories from the knowledge bases for their areas of specialization.		
b. Students participate in field-based and/or clinical experiences with culturally diverse populations.		
c. Field experiences are sequential in difficulty.		
d. Each field experience has clearly stated, measurable objectives which relate to the overall goals and objectives of the program.		
e. Terminal outcomes for students are evaluated in applied settings through the use of reliable measures and instruments.		

Criteria	Course	Comments/Descriptions
f. Field experiences include applied work in informational, educational, or adaptive technologies.		
g. Field experiences require that students be involved with both pupils and their parents.		
h. Field experiences are supervised under a structured program of advisement.		
i. For initial certification, graduate or undergraduate level, student teaching is a supervised, full-time, direct teaching experience of no fewer than 10 full weeks.		
j. The student teaching experience is in the same type classroom setting as that for which the student is becoming certified.		
k. The student teaching experience is with the same type students (disability and level of severity) as those for whom the student is preparing to become certified.		

STANDARDS AND GUIDELINES

SECTION III

GRADUATE

SECTION III

GUIDELINES
GRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

COVER SHEET/CHECKLIST

Specific Area of Emphasis: _____

Compiled by: _____

Date: _____ Telephone: _____

Please complete Section III of the Guidelines for each area of emphasis. Before submission to NCATE, be sure to complete the following checklist as appropriate to ensure that all information has been included:

Page #	Information Included
_____	(1) Number of students by academic standing.
_____	(2) Students' courses of study.
_____	(3) List or indication of all required courses in the area of emphasis.
_____	(4) Descriptions of field experiences, student teaching, and internships.
_____	(5) Explanations of how the program in the area of emphasis may deviate from the guidelines.
_____	(6) Form A
_____	(7) Form B
_____	(8) Syllabi, catalogs, other documentation as appropriate.

GUIDELINES AND REQUIRED DOCUMENTATION
GRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

A. Description of Programs

1. Institutions that offer initial certification in special education at the master's degree level must describe clearly how these programs differ from:

   a. undergraduate programs which lead to initial certification, and

   b. master's programs which require certification as a condition for admission. (It is the responsibility of the institution to justify the "advanced" character of its master's degree programs.)

> **Standard G-2.1** Curricula for advanced programs are based on specified objectives that reflect the institution's conception of the professional roles for which the preparation programs are designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.

2. Identify the objectives for each of the areas of emphasis in the institution's graduate programs.

3. Provide an outline of the curriculum/course of study for each area of emphasis in the institution's graduate program.

4. Provide evidence that the courses identified in the course of study in A-3 are related to objectives identified in A-2 above.

B. Content of Curricula

> **Standard G-2.2** The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

Standard G-2.7.2 Not more than one-third of the curricula requirements for the master's degree and sixth-year certificate or degree may be met by the utilization of courses, experiences, and seminars open both to graduate and advanced undergraduate students. All courses granting credit toward the doctoral degree must be graduate level offerings.

1. For each area of emphasis provide the following information on Form B:

   a. the competencies acquired/enhanced (Column 1);

   b. the instructional strategies to be used to develop the competencies (Column 2);

   c. procedures used to evaluate competencies (Column 3);

   d. the prefix and number of the course(s) in which competencies are acquired (Column 4); and

   e. each required course, by placing an asterisk to the right of the course number.

2. For each required course in the area of emphasis, provide a syllabus.

3. On Form B, complete a programmatic analysis of the course of study for each area of emphasis by using the codes and instructions which follow:

   In Column 5, place an X under the appropriate heading adjacent to courses identifed in Column 4 in which the following curriculum components are presented:

   Codes to be Used

Heading	Component
CS	Content of the Teaching Specialty
HBS	Humanistic and Behavioral Studies
PP	Opportunities for professional practice/field application of theories or methods
G	Courses open to graduate students only
B	Courses open to both graduate and undergraduate students

4. Describe how the sequence of courses in the course of study leads to the acquisition of the competencies identified on Form B.

5. Describe how the professional practice/field application components relate to the content and objectives of all courses in the curriculum.

6. Document the fact that graduate students who have not had prior supervised teaching experience in special education are required to complete a full-time supervised teaching experience of no fewer than ten (10) weeks, in addition to any field or internship experience required as part of the regular curriculum/course of study.

> **Standard G-2.1.1** The institution provides for multicultural education in its advanced curricula--in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experiences in professional practices, as defined in Standard G-2.2.

7. Describe how the course of study for each area of emphasis provides multicultural education. (The response to this item should refer to specific courses or portions of courses in the following components of programs--content of the specialty, humanistic and behavioral studies, and professional practice/field applications.)

> **Standard G-2.3** Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.

8. Statement "a" below should be answered for <u>all</u> areas of emphasis being reviewed. Statements "b" and "c" should be completed <u>for doctoral programs only</u>.

   a. Describe how the curriculum/course of study incorporates the study of research methods and findings.

   b. Describe how the course of study for each doctoral program includes study in the design and conduct of research.

   c. Provide evidence (bibliographies, abstracts) of the kinds and variety of research studies conducted by doctoral faculty and the dissertation research performed by doctoral students.

C. **Recommendations From Professional Associations**

Standard G-2.4 In planning and developing curricula for its advanced programs, the institution studies the recommendations of professional associations and national learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each advanced program in teacher education.

1. Describe the procedures used by the institution for studying the recommendations of national professional organizations and learned societies

2. Describe the rationale/procedure that has been adopted by the institution for selecting and implementing the recommendations for national professional organizations and learned societies.

D. **Student Involvement**

Standard G-2.5 The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its advanced programs.

1. Describe how students are involved in decision making with respect to the design, approval, evaluation and modification of curriculum for each area of emphasis.

E. **Individualization of Course of Study**

Standard G-2.6 Each advanced curriculum provides for the individualization of students' programs of study.

1. Describe how the curriculum for each area of emphasis is adapted in order to meet the needs of individual graduate students.

2. If the curriculum is adapted as described above (#1), describe how the program in each area of emphasis assures that stated competencies are met by all students.

F. **Quality Control**

Standard G-2.7.1 Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

1. Provide copies of institutional policies which preclude the granting of graduate credit for study which is remedial or designed to remove deficiencies in meeting requirements for admission to graduate programs.

Standard G-2.7.3 A full-time continuous residency on campus which consists of any two contiguous semesters or three contiguous quarters (or alternative pattern defined by the institution) shall be required for the doctoral degree.

(To Be Completed By Doctoral Programs Only.) Provide a copy(ies) of institutional policies on full-time, continuous residency on campus.

Reproduce This Form As Needed Form A

STUDENT ENROLLMENT IN SPECIAL PROGRAMS

Directions: Complete the appropriate section of this form for each area of emphasis, graduate and undergraduate (e.g., mental retardation, gifted, speech pathology, doctoral, specialist's) within the institution's special education program.

A. Area of Emphasis _____

1. Undergraduate--Number of students by academic standing:

   a. Full-time

      (1) _____ Juniors

      (2) _____ Seniors

   b. Part-time

      (1) _____ Juniors

      (2) _____ Seniors

2. Graduate--Number of students enrolled by degree level:

   a. Full-time

      (1) _____ Master's

      (2) _____ Specialist's

      (3) _____ Doctoral

   b. Part-time

      (1) _____ Master's

      (2) _____ Specialist's

      (3) _____ Doctoral

3. The number of graduates for the past three years. (Provide an explanation if there have been no graduates.)

   _____ (19)

   _____ (19)

   _____ (19)

Form B

Descriptions of Competencies and Accompanying Instructional Procedures

Institution _____ Level and Area of Emphasis _____

Role(s) for which students are being prepared: _____

Competencies (Column 1)	Instructional Strategies (Column 2)	Procedures for Evaluating Competencies (Column 3)	Course Number (Column 4)	Program Analysis Codes (Column 5)							
				H	NBS	SI	PP	HBS	CS	G	B

Competencies (Column 1)	Instructional Strategies (Column 2)	Procedures for Evaluating Competencies (Column 3)	Course Number (Column 4)	Program Analysis Codes (Column 5)							
				H	NBS	SI	PP	HBS	CS	G	B

INSTRUCTIONAL MANUAL

SECTION I	Suggestions for Completing Overview and Scope
SECTION II	Background Information on Undergraduate Standards and Pointers for Completing Undergraduate Chapters
SECTION III	Background Information on Graduate Standards and Pointers for Completing Graduate Chapters
SECTION IV	The CEC and NCATE Curriculum Standards Correlated
SECTION V	NCATE/CEC Glossary
SECTION VI	Reviewers' Criteria

INSTRUCTIONAL MANUAL

SECTION I

SUGGESTIONS FOR COMPLETING OVERVIEW AND SCOPE

New Procedure

Under NCATE redesign, the approval of programs reviewed by the specialty associations, such as CEC, must be completed prior to the site visit of the Board of Examiners, unlike previous NCATE procedures.

Consequently, it is necessary that reviewers have available all of the documentation which the university formerly assembled for the site visit, i.e., catalogs, syllabi, minutes of meetings, student handbooks, student advising plans, practicum handbooks, and anything which can support the claims you make in response to the CEC guidelines.

The information and the materials requested in Overview and Scope are designed to provide reviewers with:

1. An understanding of the total special education program in your university, and

2. A perspective, frame of reference, and/or background from which each area of emphasis can be understood and more adequately reviewed.

INSTRUCTIONAL MANUAL

SECTION II

BACKGROUND INFORMATION ON UNDERGRADUATE STANDARDS AND POINTERS FOR COMPLETING UNDERGRADUATE CHAPTERS

A. Introductory Information

1. Curricula for personnel preparation programs in special education should be developed by the combined efforts of the faculty and staff, students in the program(s), and graduates of the program(s). After deciding upon the philosophy and rationale which will undergird the program, the goals and/or purposes of the program should be delineated. From these goals explicitly stated objectives or competencies should be written and sequenced. The entire process of program development is based upon appropriate, recent research, the standards and/or guidelines of the appropriate professional associations, and the judgments of all persons involved.

   At the undergraduate level, the results of this process must ensure that curriculum in each Area of Emphasis must be such that, upon successful completion of the curriculum, graduates will at a minimum, be able to meet state certification standards for becoming employable.

   Curricula should be frequently reviewed, revised, and/or updated. One method at arriving at appropriate evaluative feedback can be achieved by evaluating the performance of graduates and using that information as the basis for needed changes.

   The brief narrative requested should provide evidence that the philosophy, rationale, etc., which undergirds the total program reflects recent research in special education and a knowledge of current best practices in the field.

2. An Area of Emphasis is defined as any of a number of training sequences that prepare students for certification or for specific careers in special education, i.e., Area of Emphasis in the Emotionally Disturbed, Mentally Retarded, Mildly Handicapped, etc. This title has been used in this document in order to avoid confusion.

   Forms have been designed for the reporting of certain material. If you have already provided this information or any part of it in your NCATE response, please duplicate that information and include it in each chapter as appropriate. Please reference appropriately.

   (The standards are discussed in sequential order; the Undergraduate Guidelines list the standards in a slightly different order.)

B. Descriptions of Programs

Standard 2.1 - Design of Curricula

Background Information Regarding This Standard:

A program which prepares special educators should be able to identify the assumptions upon which it is based. In designing curricula for any teacher education program, an institution should first conceptualize the role(s) of the personnel to be trained and should then develop explicit objectives for the program which will ensure that personnel are

adequately trained to meet the responsibilities of those roles. Every component in the program must be able to contribute to the implementation of the program objectives and also to the roles which emanate from those objectives.

Pointers for Completing Chapters

If this material is being provided elsewhere because of requests from NCATE, please duplicate and include here for the reviewers' benefit.

A description of a typical student's course of study, including the courses and sequence by semester, would be useful in the delineations of programs of study.

The components of every course of study should be based upon the goals and objectives of that course of study.

C. Components of the Course of Study

Standard 2.2 - General Education

Background Information Regarding This Standard:

Special education teachers, more than most teachers, are confronted with a wide variety of situations with which they must deal effectively. These situations, which require them to be "all things" to their students, demand teachers with strong backgrounds of general knowledge combined with a positive, healthy frame of reference regarding the issues of our multicultural, pluralistic society. A strong general education program must include the following:

a. Symbolics of Information...that part of a general education program which includes the phenomenon of communication through symbols (linguistics, mathematics, language, communication, logic, and information theory);
b. Natural and Behavioral Sciences; and
c. The Humanities.

This Standard refers to a four-year curriculum and establishes a minimum of one/third of that curriculum. The exact configuration of courses for any Area of Emphasis or student should depend upon the needs and interests of students.

Pointers for Completing Chapters

B-12 (page 14) Form B has been provided for recording this information.

Standard 2.3 - Professional Studies

Background Information Regarding This Standard:

This segment of an Area of Emphasis is composed of both "Content of the Teaching Specialty" and "Humanistic and Behavioral Studies" (explained below).

The Professional Studies Component is based upon the recognition that teachers need specific bodies of knowledge, attitudes, and skills in order to perform their responsibilities competently.

The courses which constitute this component may be taught in a variety of departments within the institution, not necessarily in special education itself; however, the decision regarding where the professional studies are taught should be based upon knowledge of where in the institution the best training may be had.

Pointers for Completing Chapters

Be sure to read information below regarding Standards 2.3.1 and 2.3.2 prior to responding to these items.

Standard 2.3.1 - Professional Studies: Content of the Teaching Specialty

Background Information Regarding This Standard:

Teachers are faced with two basic needs: (1) knowledge of subject matter, and (2) knowledge of ways of presenting it to a variety of children. Without both types of knowledge, a teacher is not very likely to be effective.

It is the responsibility of each Area of Emphasis in Special Education to determine appropriate competencies in subject matter, in ways of presenting that subject matter, and of assuring their inclusion in each student's program of study.

Standard 2.3.2 - Professional Studies: Humanistic and Behavioral Studies

Background Information Regarding This Standard:

Humanistic and Behavioral Studies

Prospective special educators need to understand problems and/or issues which they will face as teachers. These problems and issues can be organized into at least four general topics:

a. the nature and aims of education;
b. the curricula in education;
c. the teaching/learning process; and
d. the organization and administration of the school system.

Humanistic and Behavioral Studies are those groups of studies which are designed to assist the student in forming a personal frame of reference in which issues or problems can be understood, interpreted, and resolved.

HUMANISTIC STUDIES organize the study of the problems/issues of education with respect to their historical development and other related philosophical issues.

Through the humanistic studies, prospective educators find that education is not an isolated discipline, but that there is a body of knowledge in other disciplines which can make a definite contribution to the well-educated, well-prepared professional. This body of knowledge is learned through what are called "Behavioral Studies."

BEHAVIORAL STUDIES organize the study of the problems/issues of education with respect to the findings and methods of the disciplines of psychology, anthropology, economics, sociology, and political science.

The CEC Standard requires that the student acquire a familiarity with the disciplines listed above in order to understand, interpret, and resolve problems/issues within the educational setting. The standard does not imply that there is any one particular way by which humanistic and behavioral studies should be organized or structured within the curriculum, nor does it imply where in the institution the studies should be located. It does imply, however, that in the design of the curricula for every Area of Emphasis within the special education program, there is a process which includes:

a. determining the body of knowledge (competencies/objectives) in the humanistic and behavioral studies needed by educators for successful performance in their future roles;

b. identifying where in the institution such competencies can best be learned;

c. deciding where in the institution students will be assigned to necessary courses and in which sequences courses will be taken.

Pointers for Completing Chapters

B-6 (page 13)

Your description regarding how the requirements in Humanistic and Behavioral Studies were determined should refer to the process described in the Background Information above.

Standard 2.3.3 - Professional Studies: Clinical and Field-Based Experiences

There is a body of knowledge needed by the prospective teacher which combines theoretical principles with practical knowledge of student behavior. Theoretical principles are part of classroom instruction;

however, those principles cannot be affirmed for individual students without attempts to put the principles in practice. The understanding of such principles must come prior to actual classroom teaching; the teacher must have knowledge of the operation of the principles before assuming responsibility for a classroom of students.

Clinical and field-based experiences provide the prospective teacher with the opportunity for testing theories with one student or with a series of several students under the guidance of experienced teachers or other personnel.

Simulations are tools for use in some situations; however, reliance upon simulations is discouraged.

Pointers for Completing Chapters

Items 1 and 4 - Form B has been provided for the recording of the information requested in these items.

NOTE: It is expected that the following Quality Indicators of Proficiencies will be addressed in the "Design of the Curriculum":

A	Critical thinking skills needed to make appropriate decisions based on valid information.
B	Use of emerging educational, informational, and adaptive technologies.
C	Professionalism.
D	Knowledge and skills needed to plan instruction effectively.
E	Effective implementation of instruction.
F	Effective management of groups of students in classroom settings.
G	Evaluation of instruction.
H	Ability to work cooperatively with parents and professionals from other disciplines or agencies.

Pointers for Completing Chapters

Please provide evidence that these proficiencies are addressed.

If the Area of Emphasis addresses other quality indicators not included here, please include such documentation, also.

Standard 2.1.1 Multicultural Education

Background Information Regarding This Standard:

The task of multicultural education is to prepare professionals for the realities of a heterogeneous and increasingly complex society. It provides students with competencies which enable them (a) to function appropriately in a variety of unfamiliar situations; and (b) to become sensitive and responsive to individuals from a variety of social, racial, religious, economic, and political backgrounds, both national and international.

Multicultural education is not a course which can be taught in isolation, but should be infused throughout the entire curriculum, both in theory in the classroom, and practically, as events occur in students' field experiences. Multicultural education should include, but should not be limited to, experiences which:

1. Examine the dynamics of diverse cultures and implications of those dynamics for the development of improved teaching/learning strategies;

2. Develop skills in values clarification, including the transmission of values;

3. Examine linguistic variations and diverse learning styles as a basis for the development of improved and more appropriate teaching/learning strategies; and

4. Assist exceptional children and their families understand and appreciate the diversity among populations of exceptional individuals of varying degrees of disability.

Pointers for Completing Chapters

B-14 (page 14)

First generation students: the term refers to (1) Americans who are the first from their families to attend college; and (2) foreign students who do not have a good grasp of the English language.

Standards 2.3.4, 2.3.5, 2.3.6, and 2.3.7 - Student Teaching and Supervision

Prior to the student teaching experience, the prospective teacher has had the opportunity to observe a variety of exceptional children and to have had training with them in field placements, during which time students were able to know and appreciate the differences among the types and levels of exceptional children in the schools.

After classroom study regarding theories of teaching, and after having acquired (in theory) certain competencies prescribed in the special education Area of Emphasis, the student teachers are ready to encounter

an experience in professional practice during which they are allowed to test theories they have evolved and to "try out" their own teaching styles. This is an opportunity for the students to assume major responsibility for the full range of teaching responsibilities in a real school situation and under the guidance and supervision of the cooperating classroom teacher and the college supervisor. The classroom teacher selected must be certificated and experienced in the Area of Emphasis and at the level of teaching for which the students are preparing. The majority of students in classrooms in which students teach are pupils with the handicapping condition in which the student teacher is becoming certified.

The length of the student teaching experience for each prospective teacher is 10 weeks full-time, direct, qualitative, and intensive teaching experience, excluding any previous observation or field experience. Further, those prospective teachers seeking multiple certification or specializations "shall be" required to complete a student teaching experience in each specialization area. In addition, where students are seeking certification for a specific age/grade level, the experience should be with exceptional children of that age/grade.

Pointers for Completing Chapters

B-25 (page 16)

"Appropriate" refers to a "match" between certification sought and placements for student teaching.

Standard 2.4 - Use of Guidelines Developed by National Learned Societies and Professional Organizations

Background Information Regarding This Standard:

National Learned Societies and Professional Associations are now more than ever engaged in making decisions regarding personnel preparation programs for those preparing to work in a particular discipline.

Personnel preparation programs in any Area of Emphasis in which professional organizations have made recommendations regarding standards, competencies, objectives, etc., should incorporate those recommendations, standards, objectives, etc., into the content of the curricula. Examples of such standards are those developed by the American Speech/Language/Hearing Association (ASHA) and the Council on Education of the Deaf (CED)

Pointers for Completing Chapters

C-3 (page 16)

Provide evidence of recommendations which have been selected and implemented in appropriate Areas of Emphasis. If recommendations have not been implemented, please provide the basis for the action.

Standard 2.5 - Student Involvement

Background Information Regarding This Statement:

Prospective special education personnel at all levels of training must have the opportunity and must accept the responsibility for expressing their views regarding the improvement of the personnel preparation program in every Area of Emphasis. There are many organizational ways by which this involvement may be provided. In special education, one appropriate channel is through the Student Councils for Exceptional Children (SCEC), organized on many campuses. Involving SCEC members in the larger decision-making process, providing them with specific channels and frequent opportunities for expressing their views, giving their views serious consideration, and assuring them that their views will influence the modification of teacher education programs in special education will provide the special education program with a viable base upon which to determine needed changes.

Following up on graduates of programs regarding the perceived needs of the employed individual will further provide a base for continuing to build a sound program which stays abreast of developments and needs of the practicing profession.

Pointers for Completing Chapters

In the description of student involvement requested in the Guidelines, delineate ways in which the SCEC on your campus is involved.

INSTRUCTIONAL MANUAL

SECTION III

BACKGROUND INFORMATION ON GRADUATE STANDARDS AND POINTERS FOR COMPLETING GRADUATE CHAPTERS

A. Introductory Information

1. Curricula for advanced programs should be developed by the combined efforts of the graduate faculty and staff, students in the program(s) and graduates of the program(s). After deciding upon the philosophy and rationale which will undergird the programs, the goals and/or purposes of the program should be delineated. From these goals explicitly stated objectives or competencies should be written and sequenced. The entire process of program development is based upon appropriate, recent research, the standards and/or guidelines of the appropriate professional associations, and the judgments of all persons involved.

   Curricula for advanced programs are compared with those of undergraduate programs to assure the "advanced nature" of the higher level programs.

   The brief narrative requested should provide evidence that the philosophy, rationale, etc., which undergirds the total program reflects recent research in special education and a knowledge of current best practices in the field.

2. An Area of Emphasis is defined as any of a number of training sequences which prepare students for certification or for specific careers in special education, i.e., Area of Emphasis in the Emotionally Disturbed, Mentally Retarded, Mildly Handicapped, etc. This title has been used in this document in order to avoid confusion.

   Form A has been designed for the reporting of this material. **If you have already provided this information or any part of it in your NCATE response, please duplicate that information and include it in this folio. Please reference appropriately.**

3. See Standards G-2.7.1 and G-2.7.2 and the Background Information regarding standards for additional information regarding this requirement.

B. Descriptions of Programs

Standard G-2.1 - Design of Curricula

Background Information Regarding This Standard:

A program which prepares special educators should be able to identify the assumptions upon which it is based. In designing curricula for any teacher education program, an institution should first conceptualize the role(s) of the personnel to be trained and should then develop explicit objectives for the program which will ensure that personnel are adequately trained to meet the responsibilities of those roles. Every component in the program must be able to contribute to the implementation of the program objectives and also to the roles which emanate from those objectives.

Pointers for Completing Chapters

If this material is being provided elsewhere because of requests from NCATE, please duplicate and include here for the reviewers' benefit.

Please submit applicable state certification standards.

C. **Standard G-2.2 - Content of the Curricula**

Background Information Regarding This Standard:

Although curricula for advanced programs are designed to prepare personnel at different degree levels for a variety of educational positions, components common to all of those programs can be identified in terms of general categories of learning experiences. The general categories addressed through this standard are:

1. **Content of the Specialty**

   - For graduate students preparing to be teachers, this includes advanced study in the subject matter to be taught and in field experiences related to that subject matter.

   - For other professional school personnel (administrators, supervisors, consultants, teacher educators), content of the specialty includes study in the specialization area (roles for which students are being prepared) and field experiences related to the specialization area.

2. **Humanistic and Behavioral Studies**

   Prospective educators are faced with the need to understand certain problems unique to education. Among the most important are:

   a. the nature and aims of education;
   b. the curricula in education;
   c. the teaching/learning process; and
   d. the organization and administration of the school system.

   Humanistic and Behavioral Studies are those groups of studies which are designed to assist the student in forming a personal frame of reference in which problems can be understood, interpreted, and resolved.

   HUMANISTIC STUDIES organize the study of the problems of education with respect to their historical development and other related philosophical issues.

   Through the humanistic studies, prospective educators find that education is not an isolated discipline, but that there is a body of knowledge in other disciplines which can make a definite contribution

to the well-educated, well-prepared professional. This body of knowledge is learned through what are called "Behavioral Studies."

BEHAVIORAL STUDIES organize the study of the problems of education with respect to the findings and methods of the disciplines of psychology, anthropology, economics, sociology, and political science.

The CEC Standard requires that the student acquire a familiarity with the disciplines listed above in order to understand, interpret, and resolve problems within the educational setting. The standard does not imply that there is any one particular way by which humanistic and behavioral studies should be organized or structured within the curriculum, nor does it imply where in the institution the studies should be located. It does imply, however, that in the design of the curricula for every Area of Emphasis within the special education program, there is a process which includes:

a. determining the body of knowledge (competencies/objectives) in the humanistic and behavioral studies needed by educators for successful performance in their future roles;

b. identifying where in the institution such competencies can best be learned;

c. deciding where in the institution students will be assigned to necessary courses and in which sequences courses will be taken.

Humanistic and Behavioral Studies at the Graduate Level

Humanistic and Behavioral Studies at each advanced degree level have the same purpose as those described above for the undergraduate level. However, at each more advanced level, the student should be provided with a set of contexts and concepts which provide understanding and interpretation of problems at a higher level than the student has previously been exposed to.

It is the responsibility of the special education program to make the determination regarding what advanced students require in order to adequately perform the tasks of the roles for which they are preparing.

3. **Theory with Practice**

At advanced levels of study, students are introduced to more advanced theories related to the teaching/learning process, as well as to problems associated with the roles for which they are being prepared.

The study of these theories must be supplemented by relevant, practical experiences which enable students to conceptualize more advanced principles, to interpret those principles, and to apply them to the practical solutions of more complex problems.

Sometimes simulation is appropriate, and although there are many ways by which practice may be simulated, advanced programs must ensure that few simulations are relied upon, that students have as many direct experiences at differentiated levels as is possible.

For advanced students seeking teacher certification with no previous supervised student teaching assignments in special education, the student teaching assignments must be the same length as those for undergraduates, i.e., 10 weeks of full-time, supervised, direct student teaching in a special education classroom similar to those for which the student is being prepared.

Standard G-2.7.2 - Graduate Level Courses

Background Information Regarding This Standard:

Although this standard is part of the standard on Quality Control, it is included in the Guidelines under "Content of the Curriculum" because in the organization of the graduate curriculum, this standard is of supreme importance.

Although some graduate level courses might be open to advanced undergraduate students, quality controls demand that most of the time (the standard defines "most" as "two thirds") graduate students will be enrolled in classes designed for graduate students only.

Again, emphasis is placed upon the responsibility of the institution to prove the "advanced" nature of the programs for which graduates are prepared.

Pointers for Completing Chapters

Items 1 and 4 - Form B has been provided for the recording of the information requested in these items.

Item 2 - Note that the request for complete course descriptions applies to **REQUIRED** courses only.

NOTE: It is expected that the following Quality Indicators of Proficiencies are addressed in the Design of the Curriculum:

Code

A Critical thinking skills needed to make appropriate decisions based on valid information.

B Use of emerging educational, informational, and adaptive technologies.

C Professionalism.

D Knowledge and skills needed to plan instruction effectively.

E Effective implementation of instruction.

F Effective management of groups of students in classroom settings.

G Evaluation of instruction.

H Ability to work cooperatively with parents and professionals from other disciplines or agencies.

Pointers for Completing Chapters

Please provide evidence that these proficiencies are addressed.

If the Area of Emphasis addresses other quality indicators, please include such documentation, also.

Standard G-2.1.1 Multicultural Education

Background Information Regarding This Standard:

The task of multicultural education is to prepare professionals for the realities of a heterogeneous and increasingly complex society. It provides students with competencies which enable them (a) to function appropriately in a variety of unfamiliar situations; and (b) to become sensitive and responsive to individuals from a variety of social, racial, religious, economic, and political backgrounds, both national and international.

Multicultural education is not a course which can be taught in isolation, but should be infused throughout the entire curriculum, both in theory in the classroom, and practically, as events occur in students' field experiences. Multicultural education should include, but should not be limited to, experiences which:

1. Examine the dynamics of diverse cultures and implications of those dynamics for the development of improved teaching/learning strategies;

2. Develop skills in values clarification, including the transmission of values;

3. Examine linguistic variations and diverse learning styles as a basis for the development of improved and more appropriate teaching/learning strategies; and

4. Assist exceptional children and their families to understand and appreciate the diversity among populations of exceptional individuals of varying degrees of disability.

At the Graduate level, multicultural experiences should be planned which will develop skills in educational organization and administration which acknowledge and capitalize upon the strengths of diverse populations.

Pointers for Completing Chapters

B-7 (page 22)

The response to this item should provide information which shows that the multicultural component is addressed throughout the curriculum and by all faculty. Reference should be made to specific courses or portions of courses in the following curriculum components:

- Content of the Specialty;
- Humanistic and Behavioral Studies; and
- Professional Practice/Field Applications.

The description should provide documentation that multicultural education is planned in the program and does not depend upon those who happen to "like" such studies. A heavy reliance upon one course should be discouraged.

Standard G-2.3 - Research in Advanced Curricula

Background Information Regarding This Standard:

Research in special education consists of careful, systematic and studious inquiry, investigation, or experimentation designed to discover facts, interpret facts, revise theories in light of new facts, or make practical applications of both new and/or revised facts.

The knowledge base for special education permits students to test theories and to solve problems which pertain to the field. Although educational personnel at all levels require some training in research methods, interpretation, evaluation, and application, the extent of the knowledge acquired will be dependent upon the level of the degree programs in which students are enrolled. Master's, specialist's, and doctoral programs should each reflect an emphasis on research that is appropriate for the roles/career for which students are being prepared.

D. **Standard G-2.4 - Use of Guidelines Developed by National Learned Societies and Professional Organizations**

Background Information Regarding This Standard:

National Learned Societies and Professional Associations are now more than ever engaged in making decisions regarding personnel preparation programs for those preparing to work in a particular discipline.

Personnel preparation programs in any Area of Emphasis in which professional organizations have made recommendations regarding standards, competencies, objectives, etc., should incorporate those recommendations, standards, objectives, etc., into the content of the curricula. Examples of such standards are those developed by the American Speech/Language/Hearing Association (ASHA) and the Council on Education of the Deaf (CED).

Pointers for Completing Chapters

Provide evidence of recommendations which have been selected and implemented in appropriate Areas of Emphasis. If recommendations have not been implemented, please provide the basis for the action.

E. **Standard G-2.5 - Student Involvement**

Background Information Regarding This Statement:

Prospective special education personnel at all levels of training must have the opportunity and must accept the responsibility for expressing their views regarding the improvement of the personnel preparation program in every Area of Emphasis. There are many organizational ways by which this involvement may be provided. In special education, one appropriate channel is through the Student Councils for Exceptional Children (SCEC), organized on many campuses. Involving SCEC members in the larger decision-making process, providing them with specific channels and frequent opportunities for expressing their views, giving their views serious consideration, and assuring them that their views will influence the modification of the teacher education programs in special education will provide the special education program with a viable base upon which to determine needed changes.

Following up on graduates of programs regarding the needs of the employed individual will further provide a base for continuing to build a sound program which stays abreast of developments and needs of the practicing profession.

Pointers for Completing Chapters

In the description of student involvement requested in the Guidelines, delineate ways in which the SCEC on you campus is involved.

F. **Standard G-2.6 Individualization of Programs of Study**

Background Information Regarding This Standard:

For advanced students, curricula are tailored to fit the needs of individual students. They take into consideration background of training, goals, areas of strengths and weaknesses. While all advanced programs for a common degree will have certain elements in common, individualizing programs will require a mixing of elements to achieve the unique configurations desired.

Pointers for Completing Chapters

Information provided should show how advanced programs are differentiated for different students, yet meet the competencies/objectives of the programs/roles for which training is provided.

Examples of students who might need some degree of individualization are students with disabilities and foreign students.

G. **Standard G-2.7 - Quality Controls**

Background Information Regarding This Standard:

There are many standards which might aid in the determination of quality control for graduate programs, such as faculty background, conditions for study, entrance requirements, and exit competencies. The Council for Exceptional Children has chosen three standards which must be in place in addition to all other standards adhered to by graduate programs. They follow:

Standard G-2.7.1 - Graduate Credit

Background Information Regarding This Standard:

Graduate students must be provided programs of study significantly higher than those required of the beginning professional. Because of the advanced character of the work, the need for a higher level of cognition, prospective students may come to the program with tremendous abilities, but with significant deficiencies in one or more of the "tools" needed for graduate success. Such applicants can often profit from work of a remedial nature, and institutions may have programs designed to assist such persons in becoming eligible for, and later succeeding in graduate studies. Other applicants may come for a non-education background without the ten weeks of supervised student teaching required of education graduates. Removal of such deficiencies as have been described must be prerequisites, and credit for those courses cannot be accepted toward a graduate degree.

Standard G-2.7.2 - Graduate Level Courses

Background Information Regarding This Standard:

While some graduate courses might be open to undergraduates, quality controls demand that, most of the time, graduate students will be in classes designed for graduate students only.

It is the responsibility of the institution to prove the "advanced" nature of each program for which graduates are prepared.

Standard G-2.7.3 - Residency Requirements

Background Information Regarding This Standard

The nature and the demands of a doctoral program require that the doctoral student have sufficient time to concentrate on the studies, tasks, and internships involved in the doctoral program. A full-time continuous residency for at least a part of the program will free the student from the distractions inherent in part-time study and will allow the student the opportunity to engage in appropriate experiences designed to provide breadth and depth to the doctoral program.

INSTRUCTIONAL MANUAL

SECTION IV

THE CEC AND NCATE CURRICULUM STANDARDS CORRELATED

THE DELIVERY OF THE CURRICULUM

CEC has no standard directly relating to curriculum delivery.

NCATE Standard:

The incorporation of the knowledge bases into the professional education program is reflected in the character of the instructional program. Faculty in the professional education unit model the best instructional programs and methods. The curriculum design, instructional practices, and evaluative procedures to which students are exposed are fully congruent, in both content and process, with the current state of knowledge about curriculum design, instruction, and evaluation.

Criteria for Compliance

1. There is evidence in curricular planning and in the delivery of instruction that the program reflects best practice in its own instruction.

2. Education students are exposed to a systematically varied set of instructional practices through modeling of instruction by faculty in the professional education unit.

3. The faculty of the unit keep abreast of developing work and debates about research on teaching and teacher education as well as recent scholarly work in the field(s) that they teach.

4. The institution as a whole regards the unit as one where superior instructional practice routinely and consistently is found.

5. The unit maintains a rigorous, professional instructional quality control mechanism.

THE DESIGN OF THE CURRICULUM

A. **The CEC Standard:**

2.1 - Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

B. Applicable NCATE Standards and Criteria:

Standard

All professional education programs are based on established educational research and essential knowledge of sound professional practice. The professional education unit supports an integrated approach to general education, professional studies, and specialty studies. Each program in the unit reflects a systematic design with an explicitly stated philosophy and objectives. The curriculum encompasses the knowledge domains represented in academic study, professional research and practice, and professional ethics. It demonstrates an understanding and application of instruction for individual learning needs including those of culturally diverse and exceptional populations.

Criteria for Compliance

1. Established and current educational research and essential knowledge of sound professional practice are evident in all professional education programs. The research that undergirds each program area is viewed broadly and includes the traditional forms of scholarly inquiry as well as theory development related to professional practice.

2. Program areas within the unit have formally adopted a professional education model(s) that explicates the purposes, processes, outcomes, and evaluation of each program area. The rationales for the model(s) and the knowledge bases that undergird them are clearly stated along with the goals, philosophy, and objectives for each professional program area. Coherence exists among courses and experiences, purposes, and outcomes.

3. The knowledge bases for each professional program inform curriculum decisions and are reflected in instructional materials, in education student and faculty use of major journals and monographs in the field, and in education students (especially graduate students) and faculty participation in research and syntheses.

4. Each program area in the unit includes study and experiences related to culturally diverse and exceptional populations. All programs incorporate multicultural and global perspectives.

THE CONTENT OF THE CURRICULUM

CEC has no standard directly relating to curriculum content.

NCATE Standard:

The curriculum links general education, professional studies, and specialty studies to support the preparation of competent professional educators. The essential knowledge represents three types of learning: (a) cognitive knowledge acquired through academic study; (b) process knowledge concerning professional practices and methods of inquiry; and (c) behavioral knowledge reflected in professional values, ethics, and commitments.

GENERAL EDUCATION

A. **The CEC Standard:**

2.2 The General Studies Component - There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consist of studies in the symbolics of information, natural and behavioral sciences, and humanities.

B. Applicable NCATE Standards and Criteria:

Standard

The general education component is a well-planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies. At the post-baccalaureate level, education students should have a solid grounding in general studies that will allow for concentration on professional and specialized studies.

Criteria for Compliance

1. The general education component is an integrated course of study that provides education students with appropriate depth and breadth in liberal arts and other general studies.

2. The general education component represents study in theoretical and practical knowledge gained from studies in the languages, mathematics, science, history, philosophy, literature and the arts. These courses and experiences are offered by faculty in the respective specializations and vary according to needs assessment of the liberal arts and general studies backgrounds of individual students.

3. Student selection of general education courses and experiences is consistent with the goals and objectives of the entire professional education program design, such that courses provide both an intellectual foundation and knowledge specific to the professional role.

4. Collaborative program planning and evaluation of general studies occurs between faculty in the professional education unit and faculty who teach in the general education component.

THE PROFESSIONAL STUDIES COMPONENT

A. **The CEC Standard:**

2.3 The Professional Studies Component - The professional studies component shall be sufficient to provide a preparation program requisite to the development of a competent professional and shall not constitute less than one-half of a student's total undergraduate program of study.

B. Applicable NCATE Standards and Criteria for Compliance:

Standard

The professional studies component prepares education students to work effectively in their professional education roles. This component is a well-planned sequence of courses and experiences consisting of both knowledge about education and clinical knowledge derived from professional practice in schools. The course offerings and experiences demonstrate the relation of appropriate knowledge to the realities of practice in schools and classrooms.

Criteria for Compliance

1. Each course and experience of the professional studies component is built upon, and itself reflects, defensible knowledge bases.

2. The professional studies component includes knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research and experience-based principles of effective practice; impact of technology and societal changes on schools; evaluation, inquiry, and research; and educational policy. Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgments, professional collaboration, effective participation in the educational system, and the discrimination of values in the educational arena.

3. The professional studies component for the preparation of teachers provides knowledge about and appropriate skills in learning theory, educational goals and objectives, cultural influences on learning, curriculum planning and design, instructional techniques, planning and management of instruction, design and use of evaluation and measurement methods, classroom and behavior management, instructional strategies for exceptionalities, classrooms and schools as social systems, school law, instructional technology, collaborative and consultative skills. Courses and experiences ensure the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

4. The knowledge bases of the professional studies component are reflected in course syllabi; instructional design, practice, and evaluation; examples of students' work; and collaboration in designing, delivering, and evaluating the professional studies by the faculty responsible for its various parts.

CONTENT OF THE TEACHING SPECIALTY

A. The CEC Standard:

2.3.1 Content for the Teaching Specialty - The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

B. Applicable NCATE Standards and Criteria:

Standard

The specialty studies component requires that education students develop a strong academic background in the areas in which they plan to teach or work. The specialty studies component is a well-planned sequence of courses and experiences consisting of the academic, methodological, and clinical knowledge necessary for professional competence in teaching or other professional education assignments.

Criteria for Compliance

1. Courses and experiences in the specialty studies ensure an adequate mastery of the academic or specialty area and skills for performing the professional job effectively.

2. The guidelines and standards approved by professional learned societies are used in the development of an appropriate sequence of courses for each specialty area.

3. The specialty studies provide education students with a mastery of the structure, skills, concepts, ideas, values, and facts that constitute their field of concentration. It encompasses both concentrated study and knowledge of the methods of inquiry appropriate to the specialty area.

4. Education students attain a high level of professional competence and understanding in their area(s) of specialization. These competencies are shown through academic achievement in the specialty area, assessments of professional skills, and evaluations of students' abilities to apply the knowledge base under actual conditions of professional practice.

5. Collaborative program planning and evaluation of specialty studies occurs between faculty in the professional education unit and faculty who teach the specialty studies from other academic units.

MULTICULTURAL EDUCATION

A. **The CEC Standard:**

2.1.1 Multicultural Education - The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components.

B. Applicable NCATE Standards and Criteria for Compliance (underlined sections):

Standard

All professional education programs are based on established educational research and essential knowledge of sound professional practice. The professional education unit supports an integrated approach to general education, professional studies, and specialty studies. Each program in the unit reflects a systematic design with an explicitly stated philosophy and objectives. The curriculum encompasses the knowledge domains represented in academic study, professional research and practice, and professional ethics. It demonstrates an understanding and application of instruction for individual learning needs including those of culturally diverse and exceptional populations.

Criteria for Compliance

1. Established and current educational research and essential knowledge of sound professional practice are evident in all professional education programs. The research that undergirds each program area is viewed broadly and includes the traditional forms of scholarly inquiry as well as theory development related to professional practice.

2. Program areas within the unit have formally adopted a professional education model(s) that explicates the purposes, processes, outcomes, and evaluation of each program area. The rationales for the model(s) and the knowledge bases that undergird them are clearly stated along with the goals, philosophy, and objectives for each professional program area. Coherence exists among courses and experiences, purposes, and outcomes.

3. The knowledge bases for each professional program inform curriculum decisions and are reflected in instructional materials, in education student and faculty use of major journals and monographs in the field, and in education students (especially graduate students) and faculty participation in research and syntheses.

4. Each program area in the unit includes study and experiences related to culturally diverse and exceptional populations. All programs incorporate multicultural and global perspectives.

HUMANISTIC AND BEHAVIORAL STUDIES

A. **The CEC Standards:**

2.3.2 Humanistic and Behavioral Studies - The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

2.3.2.1 Distribution of Humanistic and Behavioral Studies - Requirements in humanistic and behavioral studies shall be determined by the specialty area and may be achieved as part of, or separate from, the general studies component.

B. Applicable NCATE Criteria:

1. The professional studies component includes knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research- and experience-based principles of effective practice; impact of technology and societal changes on schools; evaluation, inquiry, and research; and educational policy. Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgments, professional collaboration, effective participation in the educational system, and the discrimination of values in the educational arena.

TEACHING AND LEARNING THEORY WITH LABORATORY AND CLINICAL EXPERIENCE

A. **The CEC Standards:**

2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience - The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

2.3.4 Practicum - The professional studies component for each specialty area curriculum offered shall provide prospective teachers with direct, qualitative, and intensive supervised teaching experience. Prospective teachers seeking multiple specialization shall be required to complete a practicum in each specialization area (as defined by individual teacher preparation programs and state education agencies).

2.3.5 Supervision of Practicum - Each specialty area provides supervision to practicum students by persons qualified and experienced in teaching in the specialty area (as defined by individual teacher preparation programs and state education agencies).

2.3.6 Practicum Selection - Each specialty area program applies a list of specific criteria in the selection of appropriate practicum sites for prospective teachers. All practicum sites are evaluated on a continuous basis to assess their continued appropriateness and quality.

2.3.7 Practicum Placement - Each specialty area program has responsibility for assigning students to approved placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subjected to ongoing evaluation.

B. Applicable NCATE Standards and Criteria for Compliance:

Standard

The curriculum for the preparation of professional educators includes clinical and field-based experiences to provide sufficient opportunities for the application and evaluation of the theories that are being taught. These experiences are sequenced and occur concurrently with the professional education curriculum. They provide opportunities for analysis, application and evaluation so that theories and practice in school are related. This sequence enables education students to move through stages of increased responsibility for classroom instruction or other professional roles in schools.

Criteria for Compliance

1. Field-based and clinical experiences are systematically selected to provide opportunities for education students to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are preparing. These experiences are accompanied by professional feedback to education students to encourage the most effective practice.

2. Clinical and field-based experiences provide the education student with individual cases or problems, the diagnosis and solution of which involve the application of the principles and theories from the knowledge bases of the particular professional program.

3. Education students participate in field-based and/or clinical experiences with culturally diverse and exceptional populations to allow them to understand the unique contributions, needs, similarities, differences, and interdependencies of students from varying racial, cultural, linguistic, religious, and socioeconomic backgrounds.

4. Clinical and field-based experiences enable the education student to develop skills for providing quality instruction or services prior to entering a student teaching assignment or other professional internship.

5. Clinical and field-based experiences may include, but are not limited to, observations, micro teaching, developing case studies of individual students, tutoring, assisting school administrators, translating theory into practice, curriculum development, use of instructional technology including the computer, and participation in school and community-wide activities.

6. The student teaching experience is direct, substantial and full-day for at least 10 weeks. Three-member teams consisting of the college-based supervisor, field-based supervisor, and education student have a well-defined charge to support a successful experience as the education student assumes full-time responsibility in the school setting. The roles and expectations of the parties are outlined in a written agreement.

7. Supervision of field-based and clinical experiences includes attention to instructional plans; characteristics of the learners and the instructional setting; structured observation of the experiences; and detailed debriefing and feedback relative to program goals.

Standard

The professional education unit develops and maintains positive working relationships with local schools to promote the effective preparation of professional educators, to further develop the knowledge base in professional education based on school research and best practice, and to improve the delivery of quality education in schools. Similar relationships can be developed with schools outside of the unit's own geographic region when appropriate to the mission of the institution.

Criteria for Compliance

1. Practioners of the various professional education roles are involved in determining program requirements and objectives for the unit. The unit has a systematic plan for ensuring the involvement of teachers and other education professionals on the unit's policy-making and advisory bodies.

2. The unit carefully selects the sites for all field experiences to provide experiences identified in the objectives of the program(s). The program's objectives and expected experiences are outlined in a written document that is developed with the agency and shared with education students and agency supervisors.

3. The unit establishes and applies criteria for selection of the cooperating schools used for the practicum and other professional internships to ensure appropriate and successful experiences. It establishes effective working arrangements with each school and outlines these in a written agreement.

4. The unit and local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professionals with teacher education faculty to further develop and refine the professional knowledge bases.

USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCIETIES AND PROFESSIONAL ASSOCIATIONS

A. **The CEC Standard:**

2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations - In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

B. Applicable NCATE Standards and Criteria for Compliance:

Standard

The guidelines and standards approved by professional learned societies are used in the development of an appropriate sequence of courses for each specialty area.

STUDENT INVOLVEMENT IN PLANNING

A. **The CEC Standard:**

2.5 Student Participation in Program Evaluation and Development - The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education programs.

B. Applicable NCATE Standards and Criteria for Compliance:

Standard

The professional education unit maintains relationships with graduates from its professional education program(s). This relationship includes assistance to graduates who are first year teachers and/or who are beginning other professional roles in the unit's geographic area.

Criteria for Compliance

1. The unit keeps abreast of emerging evaluation techniques and engages in regular and systematic evaluation to determine the success and quality of graduates in the professional education roles for which they were prepared.

2. Follow-up studies of graduates are used by the unit to assess the relevance of professional education program objectives and to modify and improve the program(s) appropriately.

3. The institution has developed arrangements with school districts in the area to provide professional development services to its graduates as an extension of the professional education program. The provision of services to beginning teachers and other graduates in new professional education roles could be developed cooperatively with other colleges and/or universities.

INSTRUCTIONAL MANUAL

SECTION V

NCATE/CEC GLOSSARY

GLOSSARY OF SELECTED NCATE AND CEC TERMS

ACCREDITATION

Accreditation is a primary means for voluntary peer regulation and serves as a significant mechanism for assessing and enhancing academic and educational quality. NCATE accreditation is granted to an institution that has been found to meet NCATE standards for educational excellence in professional education units.

ACCREDITATION WITH STIPULATIONS

Accreditation with stipulations is an NCATE accreditation status that specifies critical deficiencies within the professional education unit that must be corrected within a specified timeline before the institution can be granted full accreditation status. If those critical deficiencies are not corrected within the specified timeline, the institution's accreditation will be revoked.

ADVANCED PROGRAM

An advanced program is a post-baccalaureate degree program for the advanced preparation of teachers and other professional school personnel. Graduate credit is commonly awarded. Master's, specialist's, and doctoral degrees are included, as well as non-degree certification programs offered at the graduate level.

AREA OF EMPHASIS IN SPECIAL EDUCATION

Any training program in special education at the undergraduate level which prepares students for any area of certification. Any graduate level program which prepares students for certification or for specific professional roles.

BASIC PROGRAM

A basic program is a college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include the MAT or other extended programs designed to prepare teachers for initial certification.

CAMPUS-BASED EXPERIENCES

Campus-based experiences are those that are provided on the campus of the higher education institution and include simulation activities, learning laboratories, microteaching clinics, demonstration centers, laboratory schools, other technologically related experiences.

CERTIFICATION/LICENSURE

Certification/licensure is official recognition by a state governmental agency that an individual has met mandated requirements and is, therefore, approved to practice as a duly certified/licensed educator. These terms are commonly used interchangeably.

CLINICAL EXPERIENCES

Clinical experiences are those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill clinics, student teaching, and internships. These are conducted both as school based and campus based experiences. Activities not meeting the criteria for clinical experiences might include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

CONTINUING ACCREDITATION

Continuing accreditation status is granted after an institution has been initially accredited by NCATE and remains accreditable. Continuing accreditation requires institutions to file annual reports, have data reports reviewed by the Unit Accreditation Board every three years, and host an on-site Board of Examiners team every five years.

CRITERIA FOR COMPLIANCE

Criteria for compliance are specific statements that further clarify an NCATE standard. Institutions are required to present evidence, data, or behaviors that will enable the Board of Examiners team to make informed and accurate judgments about whether a standard is met.

CULTURALLY DIVERSE POPULATIONS

Culturally diverse populations refer to the different cultural backgrounds of students with particular attention to ethnicity, religion, socioeconomic status, sex, learning styles and cultural expectations which are significant factors in instruction and learning.

DEAN, DIRECTOR, OR CHAIR OF EDUCATION

For the purposes of NCATE accreditation, the individual designated to represent the professional education unit is the dean, director, or chair of education. The person should be delegated the authority and responsibility for the overall administration and operation of the professional education unit.

EDUCATION STUDENTS

Education students are individuals who have elected to pursue programs for the preparation of teachers or other professional school personnel. They include those students who seek initial certification or licensure and those in advanced professional education programs.

EXCEPTIONAL POPULATIONS

Exceptional populations are comprised of students who possess physical, mental, or emotional exceptionalities which may necessitate special attention by classroom teachers.

FIELD-BASED EXPERIENCES

Field-based experiences are those that are conducted at a school site or at an administrative center, a school clinic, or an appropriate community agency. These experiences might include classroom observations, student teaching, and internships. Planning is shared by the professional education unit and the appropriate agency.

FULL-TIME FACULTY

Full-time faculty in the professional education unit are personnel who are employed by an institution of higher education with full-time assignments as professors or academic administrators in the unit. Actual load responsibility may vary among several assignments within the professional education unit.

GLOBAL PERSPECTIVE

A global perspective is the recognition of the interdependence of nations and peoples and the intertwined political, economic, and social problems of a transnational and global character.

GOVERNANCE

Governance addresses responsibility for basic policy development, program initiation, ongoing evaluation, leadership and coordination with other campus units, including the maintenance and support of all professional programs and fiscal and personnel matters. Governance establishes ultimate accountability for the quality of students who are graduated from professional programs.

INITIAL ACCREDITATION

Initial accreditation status is granted by the Unit Accreditation Board after the first on-site Board of Examiners visit. All institutions seeking accreditation, beginning in Fall, 1988, will seek initial accreditation in their first visit.

INQUIRY

Inquiry is the active involvement in one's academic or specialty area. This involvement could range from knowledge generation to exploration and questioning of the field. It includes, but is not limited to, research, publishing, inservice training, speeches, study, and conferences.

INSTITUTIONAL REPORT

An Institutional Report is a written report prepared by the institution seeking accreditation. It is a qualitative and quantitative self-study of the professional education unit, its programs, and its faculty. The primary purpose of the Institutional Report is to describe how the professional education unit meets the NCATE standards and their criteria for compliance.

MULTICULTURAL PERSPECTIVE

A multicultural perspective is a recognition of (1) the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters, and (2) the importance of culture, race, sex and gender, ethnicity, religion, socioeconomic status, and exceptionalities in the education process.

PART-TIME FACULTY

Part-time faculty are individuals who are employed by an institution of higher education for less than a full load assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered temporary employees and not eligible for tenure consideration.

PRACTICUM

The practicum is an intensive experience in which education students practice professional skills and knowledge. Student teaching and internships are examples of a practicum.

PRACTITIONER

A practitioner is an individual who is currently employed as a certified teacher, supervisor, administrator, counselor, school psychologist or other professional school personnel.

PROFESSIONAL EDUCATION (PROFESSIONAL STUDIES)

Professional education is that portion of the total preparation program that prepares education students to work effectively in their professional education roles. Sometimes referred to as Professional Studies, it includes pedagogical, theoretical, and practicum studies designed to prepare education students to work effectively in their professional roles.

PROFESSIONAL EDUCATION UNIT

The professional education unit is the college, school, department, or other administrative body within the institution that is officially responsible for the preparation of teachers and other professional education personnel.

PROFESSIONAL EDUCATORS

Professional educators are individuals who are engaged in some aspect of the teaching/learning enterprise. Used broadly, the term includes teachers, supervisors, administrators, and other professional education personnel who hold valid licenses to practice in one or more of those roles. Also, included are professors and administrators in colleges and universities.

SCHOOL-BASED EDUCATORS

A certified professional practitioner who teaches, administers, or otherwise serves students enrolled in preschool, elementary, junior high/middle, or secondary schools is a school-based educator.

SCHOOL-BASED SUPERVISOR

A school-based supervisor is a professionally certified practitioner who provides on-site clinical supervision and direction for college/university students during field-based laboratory assignments. Frequently termed cooperating teacher or cooperating supervisor, they must be certified and experienced in the area in which clinical supervision is provided.

STATE APPROVAL

State approval is a governmental activity requiring all professional education programs within a state to meet standards of quality so that their graduates will be eligible for state certification.

STUDENT TEACHING

Student teaching is an in-depth, direct clinical laboratory experience conducted in a school setting and is considered a culminating clinical experience for the basic teacher preparation program. NCATE criteria stipulate that the full-time assignment will be for at least ten weeks and that the experience shall be supervised both by a college-based supervisor and a school-based supervisor.

SUPERVISOR OF CLINICAL AND FIELD-BASED EXPERIENCE

The college or university faculty member(s) assigned to supervise clinical and field-based experiences for basic and/or advanced programs is a supervisor of clinical and field-based experiences.

TEACHER EDUCATORS

Teacher educators are professional practitioners who serve as the training arm of the teaching profession and are most often employees of institutions of higher education. In addition to areas of specialization, these faculty demonstrate knowledge of and commitment to general teacher preparation. Included are school-based practitioners who serve as on-site supervisors of practicum students during early experiences and for student teaching.

TERMINAL DEGREE

The terminal degree is the highest level of educational attainment expected for full participation in a given endeavor. For the field of professional education, the Ed.D., the Ph.D., or an equivalent degree in a related area of concentration is a terminal degree.

UNIT ACCREDITATION

Unit accreditation is a procedure which guarantees that all aspects of the professional education unit are reviewed and evaluated as a basis for determining accreditation. The total professional education unit, not individual programs offered by the unit, is evaluated for NCATE accreditation. A composite assessment of the unit guides NCATE accreditation actions. Weaknesses or strengths in any single program may not be of sufficient weight to lead to the denial or to the approval of the entire professional education unit. However, NCATE does render separate unit accreditation decisions for basic programs and for advanced programs.

INSTRUCTIONAL MANUAL

SECTION VI

REVIEWERS' CRITERIA FOR EVALUATING UNDERGRADUATE CHAPTERS

REVIEWERS' CRITERIA

SECTION I
OVERVIEW AND SCOPE
PROGRAMS IN SPECIAL EDUCATION

FOLIO COVER SHEET/CHECKLIST

REVIEWER: Check the folio to determine whether the following requested materials are included. If there are omissions, notify the coordinator at CEC immediately.

Page #	Information Included
_____ (1)	Brief descriptive narrative of the institution's overall graduate/undergraduate program(s) in special education.
_____ (2)	List of all areas of emphasis.
_____ (3)	Copies of state certification requirements for each area of emphasis.
_____ (4)	List of tenure track faculty with primary assignment in special education.
_____ (5)	Admission requirements.
_____ (6)	Retention requirements.
_____ (7)	Graduation requirements.
_____ (8)	Procedures for continuing interaction with consumers.
_____ (9)	Any other evidence which is used by the entire special education program. (Specify) _____

REVIEWERS' CRITERIA

SECTION II
UNDERGRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

CHAPTER COVER SHEET/CHECKLIST

Specific Area of Emphasis: _____

REVIEWER: Prior to reviewing the chapter, check to verify that the following requested materials are included. If there are omissions, notify the coordinator at CEC immediately.

Page #		Information Included
_____	(1)	Number of students by academic standing.
_____	(2)	Students' courses of study.
_____	(3)	List or indication of all required courses in the area of emphasis.
_____	(4)	Descriptions of field experiences, student teaching, and internships.
_____	(5)	Explanations of how the program in the area of emphasis may deviate from the guidelines.
_____	(6)	Form A
_____	(7)	Form B
_____	(8)	Form C
_____	(9)	Syllabi, catalogs, other documentation as appropriate.

REVIEWERS' CRITERIA FOR EVALUATING CEC/NCATE STANDARDS FOR UNDERGRADUATE PROGRAMS IN SPECIAL EDUCATION

NOTE: All criteria and standards will be evaluated as follows:

Acceptable (Criteria Met)
Unacceptable (Criteria Not Met)
Insufficient Information Provided (Cannot totally evaluate standard)

Standards and Criteria

A. Descriptions of Programs

STANDARD 2.1: Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

Refer to items #A-1 through 6, page 11, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Written objectives specify the knowledge and skills to be acquired as a result of the personnel preparation program for special education teachers.

2. The written objectives are based on a clear concept of what constitutes an effective special education teacher.

3. There is a direct relationship between the written objectives and the curriculum for the Area of Emphasis.

4. Objectives and other components of the curriculum relate to the state certification requirements.

B. Components of the Course of Study

STANDARD 2.3: The professional studies component shall be sufficient to provide a preparation program requisite to the development of a competent professional and shall not constitute less than one-half of a student's total undergraduate program of study.

Refer to items #B-1 and 2, page 12, from the CEC-NCATE undergraduate guidelines.

Criteria:

1. Total number of hours in student's undergraduate programs of study ____.

2. Number of hours of coursework in the study of the content to be taught to pupils and supplementary knowledge from the teaching specialty and allied fields _____.

3. Number of hours in humanistic studies and behavioral studies _____.

4. Number of hours of field-experience courses (including student teaching) _____.

5. Total number of hours in "professional studies" _____. This constitutes _____% of the curriculum for the program.

STANDARD 2.3.1: The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

Refer to items #B-3 and 4, page 12, from the CEC/NCATE undergraduate guidelines.

Criteria:

The professional studies curriculum:

1. Contains elements that emphasize knowledge to be taught to student.

2. Contains knowledge needed by the teacher as background for the teaching specialty.

3. Will adequately prepare the student to teach effectively in his/her area of specialization.

4. Reflects the use of appropriate instructional approaches, including various teaching models, materials, media, and technologies.

5. Appears to promote critical teaching skills; a problem-solving orientation is evident.

6. Prepares trainees to use current and emerging technologies (educational, informational and adaptive) in the student's area of specialization.

7. Emphasizes professionalism.

8. Emphasizes knowledge and strategies needed to plan instruction effectively.

9. Emphasizes the development of skills needed for the effective implementation of instruction.

10. Emphasizes the development of knowledge and skills needed to effectively manage groups of students in classroom settings.

11. Emphasizes the knowledge and skills needed to evaluate instruction effectively.

12. Emphasizes cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.

STANDARD 2.3.2: The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

Refer to items #B-5 and B-6, pages 12 and 13, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. The professional studies component includes instruction in humanistic studies, i.e., an examination of the nature and aims of education, the curriculum, the organization and administration of school systems, and the process of teaching and learning as related to historical development and philosophical issues.

2. The professional studies component includes instruction in the behavioral studies, i.e., the problems of education studied with respect to psychology, sociology, anthropology, economics, and political science.

3. The proportion of the professional studies curriculum which consists of humanistic and behavioral studies is reasonable.

4. The humanistic and behavioral studies components of the curriculum are relevant to the Area of Emphasis.

STANDARD 2.3.2.1: Requirements in humanistic and behavioral studies shall be determined by the Area of Emphasis and may be achieved as part of, or separate from, the general studies component.

Criteria:

1. The requirements in humanistic and behavioral studies were determined by the Area of Emphasis.

STANDARD 2.3.3: The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

Refer to items #B-7 through 10, page 13, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. The curriculum provides students with early and frequent laboratory and clinical experiences.

2. The curriculum clearly integrates teaching and learning theories with laboratory and clinical experiences.

3. Integration of teaching and learning theories with laboratory and clinical experiences occurs extensively throughout the curriculum.

STANDARD 2.2: There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral science, and humanities.

Refer to items #B-11 and 12, pages 13 and 14, and Form B from the CEC/NCATE undergraduate guidelines.

Criteria:

(Reviewers should peruse the degree plan for the Area of Emphasis prior to completing the following statement and rating the program on this Standard.)

The general studies component of the undergraduate program(s) in special education consists of _____ hours. This constitutes _____% of the overall plan of study.

STANDARD 2.1.1: The institution provides for multicultural education in its teacher education curricula, including both the general and professional studies components.

Refer to items #B-13 and B-14, page 14, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. The curriculum for special education teachers incorporates multicultural education in its general education component.

2. The curriculum for special education teachers incorporates multicultural education in its professional studies component.

STANDARD 2.3.4: The professional studies component of each specialty area curriculum offered shall provide prospective teachers with direct, qualitative, and intensive supervised teaching experiences. Prospective teachers seeking multiple specialization shall be required to complete a practicum in each Area of Emphasis (as defined by individual teacher preparation programs and state education agencies).

Refer to items #B-15 through 25, pages 15 and 16, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Students have a minimum of ten full-time weeks of supervised practicum/student teaching in each area of specialization.

2. Practicum experiences afford students opportunities to teach children and youth of various ages, cultural, racial, and economic backgrounds.

3. Explicit performance criteria are established for each practicum experience.

4. The competencies required for each practicum experience reflect "best teaching practices" as supported by current research.

5. The ratio of practicum students to supervising faculty does not exceed the full-time equivalent of 20:1.

6. Practicum experiences are supervised under a structured program of advisement.

7. A minimum of one of every twenty hours of practicum is observed/supervised by university faculty.

STANDARD 2.3.5: Each specialty area provides supervision to practicum students by persons qualified and experienced in teaching in the Area of Emphasis (as defined by individual teacher preparation programs and state education agencies.)

Refer to items #B-15 through 25, pages 15 and 16, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Faculty members are actively involved in the supervision of field experiences of students in the program.

2. Faculty members are qualified to teach in the specialty area(s) in which they supervise students.

3. Students are placed only with cooperating teachers who are appropriately certified in the Areas of Emphasis in which students are seeking certification.

4. Cooperating teachers have a minimum of three years teaching experience in the Area of Emphasis.

5. Cooperating teachers have received formal preparation in the supervision of practicum students.

6. Cooperating teachers are provided with guidelines which structure the practicum experience.

7. Cooperating teachers are provided with criteria for evaluating the performance of practicum students.

STANDARD 2.3.6: Each specialty area program applies a list of specific criteria in the selection of appropriate practicum sites for prospective teachers. All practicum sites are evaluated on a continuous basis to assess their continued appropriateness and quality.

Refer to items #B-15 through 25, pages 15 and 16, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Programs have documents listing criteria used in the selection of practicum sites and cooperating teachers.

2. Criteria used reflect the state-of-the-art in educational practices in the Areas of Emphasis and assure that best practices will be demonstrated by cooperating teachers.

3. Practicum sites, cooperating teachers, and university supervisors are evaluated on a continuous basis in order to assure their suitability.

STANDARD 2.3.7: Each Area of Emphasis has responsibility for assigning students to approved placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subject to ongoing evaluation.

Refer to items #B-15 through 25, pages 15 and 16, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Each Area of Emphasis has the responsibility for assigning students to approved placements.

2. Each Area of Emphasis is authorized to approve cooperating teachers and supervisors.

3. Each Area of Emphasis has written criteria for the selection and retention of cooperating teachers and supervisors.

4. The criteria used to select and retain cooperating teachers and supervisors are evaluated on an ongoing basis.

STANDARD 2.4: In planning and developing curricula for teacher education, the institution studies the recommendations of national professional organizations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

Refer to item #C-1 through 3, page 16, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. The institution's process for developing curricula for teacher education includes procedures for the study of the recommendations of national professional organizations.

2. The institution has a stated rationale for the selection of recommendations of national professional organizations for its teacher education programs.

STANDARD 2.5: The institution makes provisions for representative student participation in the decision making phases related to the design, approval, evaluation, and modification of its teacher education programs.

Refer to item #D-1, page 17, from the CEC/NCATE undergraduate guidelines.

Criteria:

1. Students participate in the design, approval, and modification of special education programs.

2. Students evaluate all courses in the special education program.

3. Students evaluate all of the major dimensions of the special education program at least annually.

4. Faculty in the program use the results of evaluations by students to modify the special education program.

5. There is evidence of active participation by a student CEC chapter.

Overall Rating of Program

Weaknesses of Program:

Strengths of Program:

Areas of Concern:

General Comments:

Areas for Verification by Site Team:

Standards/Criteria Met_____

_____

Standards/Criteria Not Met_____

_____

Insufficient Information Provided_____

INSTRUCTIONAL MANUAL

SECTION VII

REVIEWERS' CRITERIA FOR EVALUATING GRADUATE CHAPTERS

REVIEWERS' CRITERIA

SECTION III
GRADUATE AREAS OF EMPHASIS IN SPECIAL EDUCATION

CHAPTER COVER SHEET/CHECKLIST

Specific Area of Emphasis: _____

REVIEWER: Prior to reviewing the chapter, check to verify that the following requested materials are included. If there are omissions, notify the coordinator at CEC immediately.

Page #		Information Included
_____	(1)	Number of students by degree level.
_____	(2)	Students' courses of study.
_____	(3)	List or indication of all required courses in the area of emphasis.
_____	(4)	Descriptions of field experiences, student teaching, and internships.
_____	(5)	Explanations of how the program in the area of emphasis may deviate from the guidelines.
_____	(6)	Form A
_____	(7)	Form B
_____	(8)	Syllabi, catalogs, other documentation as appropriate.

REVIEWERS' CRITERIA FOR EVALUATING CEC/NCATE STANDARDS FOR GRADUATE PROGRAMS IN SPECIAL EDUCATION

NOTE: All criteria and standards will be evaluated as follows:

Acceptable (Criteria Met)
Unacceptable (Criteria Not Met)
Insufficient Information Provided (Cannot totally evaluate standard)

Standards and Criteria

STANDARD G-2.1: Curricula for advanced programs are based on explicit objectives that reflect the institution's conception of the professional roles for which the preparation programs are designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.

Refer to items #A-2, 3, 4, page 20, from the CEC/NCATE graduate guidelines.

Criteria:

1. Written objectives specify the knowledge and skills to be acquired through completion of the special education program.

2. The written objectives are based on a clear concept of the roles for which the program prepares graduates.

3. There is a direct relationship between the written objectives and the curriculum for the program.

STANDARD G-2.2: The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

Refer to items #B-1 through 6, pages 21 and 22, from the CEC/NCATE graduate guidelines.

Criteria:

1. The curricula are appropriate for the specialty roles for which students are being prepared.

2. The curricula reflect the research and development knowledge base.

3. The competencies addressed by the program are appropriate for the roles for which students are being prepared, are advanced in character and reflect current best practices in special education.

4. The components of the curriculum are sequenced in an order that leads to developmental acquisition of identified competencies.

5. The curriculum appears to promote critical thinking skills; a problem-solving orientation is evident.

6. The curriculum prepares students to use emerging technologies (educational, informational, and adaptive) in the students' Areas of Specialization.

7. The curriculum emphasizes professionalism.

8. The curriculum emphasizes cooperative working relationships and teamwork with other disciplines, agencies, colleagues and parents.

9. The professional studies component includes instruction in humanistic studies, i.e., an examination of the nature and aims of education, the curriculum, the organization and administration of school systems, and the process of teaching and learning as related to historical development and philosophical issues.

10. The professional studies component includes instruction in the behavioral studies, i.e., the problems of education, studies with respect to psychology, anthropology, economics, and political science.

11. The proportion of the professional studies curriculum which is constituted by humanistic and behavioral studies is reasonable.

12. The humanistic and behavioral studies components of the curriculum are relevant to the specialty areas.

13. The instructional strategies used to deliver the curriculum are appropriate and include a variety of teaching modes, materials, media, and technologies.

14. The procedures used to evaluate the attainment of competencies are appropriate

15. The curriculum clearly integrates teaching and learning theories with laboratory and clinical experiences.

16. Field-experiences offer students opportunities to work with children and youth of various ages, cultural, racial, and economic backgrounds.

17. Explicit performance criteria are established for each field-experience.

18. The competencies required for each field-experience reflect "best practices," as supported by current research.

19. The field-experiences involve model teachers who use practices congruent with the curriculum for the program.

20. Students, obtaining certification, have a minimum of ten weeks of full-time, supervised practicum/student teaching in each Area of Emphasis.

21. Field-experiences are supervised under a structured program of advisement.

22. The advanced curriculum is differentiated from the basic/undergraduate curriculum for the program.

23. The curriculum for a graduate program which leads to initial certification in special education is differentiated from that for a program that requires certification in the Area of Emphasis for admission.

24. The curriculum for a master's program is differentiated from that of a specialist's or doctoral program.

STANDARD G-2.7.2: Not more than one-third of the curricula requirements for the master's degree and sixth-year certificate or degree may be met by the utilization of courses, experiences, and seminars open both to graduate and advanced undergraduate students. All courses granting credit toward the doctoral degree must be graduate level offerings.

Refer to items #B-1 through 6, pages 21 and 22, from the CEC/NCATE graduate guidelines.

Criteria: (For master's and sixth-year program complete criteria 1 and 2 only; for doctoral programs complete criteria 3 and 4 only)

1. The institution has written policies which prevent more than one-third of the course requirements for master's and sixth-year certificates/degrees to be met by courses which are open to both graduate and undergraduate students.

2. Fewer than one-third of the hours in the course of study for the master's and specialist's programs are open to both graduate and undergraduate students.

3. The institution has policies which stipulate that all credit accepted toward a doctoral degree must come from graduate level courses.

4. All of the courses in the doctoral program are graduate level.

STANDARD G-2.1.1: The institution provides for multicultural education in its advanced curricula in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experiences in professional practices, as defined in Standard G-2.2.

Refer to item #B-7, page 22, from the CEC/NCATE graduate guidelines.

Criteria:

1. The curriculum incorporates multicultural education in the content for the specialty.

2. The curriculum includes multicultural education in the humanistic and behavioral studies components.

3. The curriculum includes multicultural experiences in the practicum/field experience requirements.

STANDARD G-2.3: Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.

Refer to item #B-8, page 22, from the CEC/NCATE graduate guidelines.

Criteria: (Use only criteria 1-3 when evaluating master's level programs; criteria 1-6 apply to specialist and doctoral programs.)

1. Students have an appreciation of scholarship and an understanding of the importance of assessing and using the results of current research, i.e., students are knowledgeable consumers of research data.

2. The curriculum prepares students to engage in research activities.

3. The curriculum exposes students to current research in special education.

4. The program and faculty consistently consume and subsequently apply research findings concerning instructional practices within instructional situations.

5. The program prepares professionals who can organize and disseminate information that has been collected in a systematic, organized manner.

6. The program stresses collaboration among teacher educators and school-based educators in the identification of research questions and the development of strategies for inquiry.

STANDARD G-2.4: In planning and developing curricula for its advanced programs, the institution studies the recommendations of professional associations and national learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each advanced program in teacher education.

Refer to items #C-1 and 2, page 23, from the CEC/NCATE graduate guidelines.

Criteria:

1. The institution's process for developing curriculum for teacher education includes procedures for the study of the recommendations of national professional organizations.

2. The institution has a stated rationale for the selection of recommendations of national professional organizations for its teacher education programs.

STANDARD G-2.5: The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its advanced programs.

Refer to #D-1, page 23, from the CEC/NCATE graduate guidelines.

Criteria:

1. Graduate students are involved in decision making with respect to the design of the advanced curriculum.

2. Graduate students are involved in decision making with respect to the approval of the advanced curriculum.

3. Graduate students are involved in decision making with respect to the evaluation of the advanced curriculum.

4. Graduate students are involved in decision making with respect to the modification of curriculum for advanced programs.

STANDARD G-2.6: Each advanced curriculum provides for the individualization of students' programs of study.

Refer to items #E-1 and 2, pages 23 and 24, from the CEC/NCATE graduate guidelines.

Criteria:

1. The program takes into account students' prior training, experiences, future goals and other factors.

2. The curriculum is adapted to meet the needs of individual students. (Adaptations include the use by faculty of a variety of methods, materials, media and technologies; the provision of alternative ways for meeting objectives; design of independent studies and experiences, which build on students' prior experiences or special interests.)

3. The institution has policies for the adaptation of curricula and instructional procedures to accommodate the needs of students with handicapping conditions.

4. The procedures used to individualize programs of study ensure that the stated competencies of the curriculum are met by all students.

STANDARD G-2.7.1: Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

Refer to item #F-1, page 24, from the CEC/NCATE graduate guidelines.

Criteria: (This standard should be evaluated for master's level programs only.)

1. The institution has policies which preclude the granting of graduate credit to remove deficiencies for admission to master's programs.

STANDARD G-2.7.3: A full-time continuous residency on campus which consists of any two contiguous semesters or three contiguous quarters (or alternative pattern defined by the institution) shall be required for the doctoral degree.

Refer to item #F, page 24, from the CEC/NCATE graduate guidelines.

Criteria: (This standard should be evaluated for doctoral programs only.)

1. The institution has a defined pattern of full-time residency requirements for students pursuing doctoral degrees which is conducive to students engaging in scholarly activities.

Overall Rating of Program

Weaknesses of Program:

Strengths of Program:

Areas of Concern:

General Comments:

Areas for Verification by Site Team:

Standards/Criteria Met_____

_____

Standards/Criteria Not Met_____

_____

Insufficient Information Provided_____